NEWFOUNDLAND AND LABRADOR TEACHERS' ASSOCIATION

THE

bulletin

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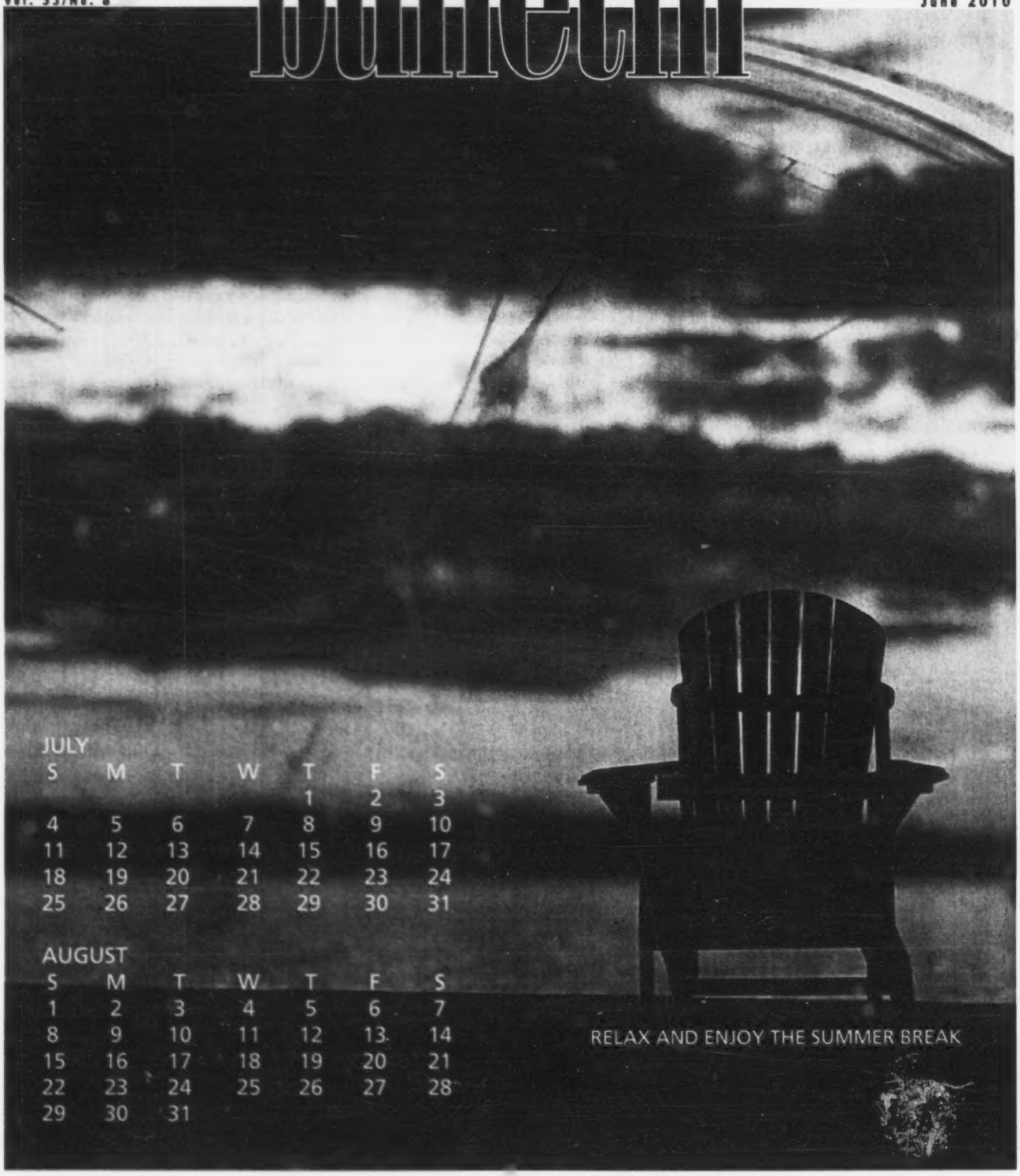
June 2010



Up Front from the President

Time is too slow for those who wait, too swift for those who fear, too long for those who grieve, too short for those who rejoice, but for those who love, time is eternity.

~ Henry Van Dyke

As I compose my last *Up Front* for this school year I am astounded at the speed of the passage of time. Like you I am sure comments such as, "Where has this year gone?" are also echoing from your lips. It is incredible that each year seems to fly by faster than the last and as I age it seems to go by even faster. As the quote above states, depending on your own personal circumstances time is an abstract event even though time is constant.

It is difficult for me to believe that I have been president for almost a year. It seems like only yesterday I was walking into the office with a mixture of excitement and anxiety. The learning curve has been vertical but the experience humbling.

This position has given me the opportunity to crisscross our wonderful province to observe and take part in the many and varied events that are offered by our teachers to their students. I have experienced first hand the creative and caring performance of our teachers. Teachers so often go that extra mile and I have been blessed to have been given the opportunity to see so many examples of this throughout our province. Teachers go out of their way endlessly each and every day for their students. The rehearsing and practicing evenings and weekends for science fairs, music festivals, speak-offs, sports events of all sorts, drama festivals, Christmas concerts, spring concerts, proms, graduations, educational excursions to other parts of the province and beyond, writing contests, math and spelling competitions, heritage fairs, field trips, guest speakers, photography clubs, chess clubs, student councils, and in addition to all of these things, ensuring the "outcomes" for the curriculum. Of course I have not mentioned the extra classes and tutorials in any and all subject areas, the supplementary materials and the extra time searching for them, besides the time taken to compliment a student and time taken to place notes and comments on papers and tests, all of which are not "required" but we know are helpful because we care about the students we teach.

Teachers have an incredible capacity for human compassion and are often the ones who have changed for the better the course of a child's life. Often as teachers we do not see the positive influence we have on students until many years later, but be assured you have made significant positive contributions to all the students you teach. On reflection, the one significant factor that I had overlooked about teaching was how much I received from my students. During the day-to-day task of teaching it is easy to forget how much we as teachers benefit from our students. But they have much to teach us about the human condition and their exuberance for life is contagious.

I salute all the teachers of this province and I encourage you, if you don't already, to stand tall and be very proud of your accomplishments as teachers, because you are members of the noblest of professions. Teaching is the one profession that makes all other professions possible.

I would like to give you an update on my New Year's resolution concerning the running of the "Tely 10". I hired a personal trainer, Jason White at Nubody's. When time permits I see him several times a week and my strength is improving. I am running more and more but again it is the time when I am away from St. John's that I need to ensure that I get out to do my running. This often seems to be my downfall and takes much self-discipline which is difficult when you do not have access to your own gym or the weather is not conducive. I hate to admit it but I think I am a fair weather runner. I am committed to completing the "Tely10" in July and will do whatever I can to make sure that I am prepared to complete the race. But again it is the "time" element that I struggle with, as do all of you who try to find that balance between what you want to do and the many other elements in your day that take you away from your goals. I will keep at mine and when I slip I will get up, dust myself off and start again. Hopefully in my next *Up Front* I will be able to report that I completed the race.

As your much deserved and needed summer break approaches remember the passage of time. We all say, "How fast did the summer go!" Take the "time" to complete all the items that you never had time to do this past year because work was your life. Take "time" for your family to just hang together or go on a vacation no matter where it is, and remember how important your family truly is to your well being. Take "time" to read all the books that you wanted to but could not find the time. Take "time" to go to the beach or to start a physical activity that you have put off, or to do nothing. Take this "time" to rejuvenate yourself so that in September you will be ready to take on the challenge of another group of students to ensure that they have a first rate education. The education system in Newfoundland and Labrador is superb because of the dedication, commitment, and professionalism of our teachers. I thank you many times over for your continued support of the students of this province. You are much appreciated and valued.

Enjoy your "hazy, lazy days of summer"!

Lily B.

THE
bulletin

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CONTENTS

Features

10 Executive Director's Message
Taking Stock
by Edward Hancock

12 Canadian Teachers' Federation
CTF Lobbies for Action on Child Poverty
by Edward Hancock

14 Benefits & Economic Services
NLTA's Financial Information Seminars

16 Living Well
Trust and Fear in the School: The Link to Mental Health and Well-being of Teachers
by Ross Flood

19 Viewpoint
That's Not Fair!
by Kellie Baker

20 Professional Development
When Teachers Become Students
by Beverley Park

22 *SAC Region 5 Hosts 7-Habits of Highly Effective People Workshop*
by George Tucker

24 Virtual Teacher Centre
A Teaching Station for the 21st Century
by Jim Murphy

26 Health & Wellness
My Journey
by Mindy Finlay

28 Hats Off!
Dare to Dream
by George Tucker

30 *PESIC Recognizes PETE Award Nominees*
by Trisha Keough-Boyer

31 *Merci à nos enseignantes et enseignants*
Thank You for "A Job Well Done"
par/by Dominique Martin

Departments

Up Front from the President 2
On Location News 4
In Memoriam 9
Calendar back cover

PROVINCIAL/NATIONAL/INTERNATIONAL

NEWS

OLD PERLICAN

Baccalieu Collegiate wins big at Regional Drama Festival

On April 15, 16 and 17 the Sheila NaGeira Theatre in Carbonear was the site of the 2010 Western Regional Drama Festival. Approximately 200 students from 13 schools attended, 15 plays were performed in both the Junior and Senior category and several workshops were held. Among those that took part in the weekend events were 49 students from Baccalieu Collegiate in Old Perlican. Baccalieu Collegiate was one of only two schools to enter plays in both the junior and senior categories and they ended the weekend on a very positive note.

Baccalieu Collegiate Players Junior were nominated for a number of awards: Best Ensemble, Dustin Johnson; Best Supporting Actor, Todd Hopkins; and Best Actress, Tori Oliver. Zachary LeShane took home the Best Actor Award and the Drama Group won Best Play in the Junior category with their performance of "15 Reasons Not to Be in a Play".

Baccalieu Collegiate Players Senior were also nominated for a number of awards: Kyle White for Best Supporting Actor and Adrienne Janes for Best Supporting Actress. They won the award for Best Use of Light and Acacia Puddester won Best Actress for her portrayal of a student who has suffered a lifetime of bullying. The Drama Group also won Best Play in the Senior category with their performance of "Bully Me Not" by Newfoundland author Bruce Stagg.

Students at Baccalieu Collegiate during the 2010 Western Regional Drama Festival.

Baccalieu Collegiate has had a very active drama program since its doors opened eight years ago. Fifty to sixty students are involved this year and, at the moment, four coaches have kept the program running with the philosophy that it is all about the students and any student who wishes to take part is encouraged to do so. Although tryouts are held for various parts in the different plays they have performed, no student is turned away and often parts are created to accommodate those who wish to be involved. They perform several times a year for the annual Christmas Concert, Dinner Theater and Drama Festival. Several members of the Drama Group will also be performing a play called "From the Lips of Our People" by Bruce Stagg during the Cupids 400 Celebrations in Old Perlican on July 16.

GRAND FALLS-WINDSOR

Exploits Valley High make dresses for Africa

Through casual conversation with one of her colleagues, the idea of making dresses for Africa was brought to light for Glenda Young, a teacher at Exploits Valley High. "She proceeded to give me instruction on how they were made," said Ms. Young. "I thought what a great project for my Textile classes at Exploits Valley High. I ran with the idea to my classes and they were all enthused about this project. I then emailed members of the staff and asked them to donate new or used pillow cases."

To date, Exploits Valley High students have made approximately 55 dresses – 20 are on route to Haiti and another 25 are on route to Africa, the village of Lubumbashi in Congo. Students are continuing to make the dresses to the end of the school year. Along with the dresses, they are now in the process of making boxer shorts for boys. The boxers are made out of used or new t-shirts and once again, the staff at Exploits Valley High has been asked for contributions of t-shirts.

"The students are enjoying making the dresses, especially knowing that they are going to children who need them," said Ms. Young. "It is my intention to continue this project in the next school year."

Exploits Valley High students sew dresses for Africa.

GROS MORNE NATIONAL PARK

Onsite Social Studies educational program

Last summer, Mary Van Thiel, a Special Education teacher at Macdonald Drive Junior High in St. John's, attended Onsite 2009. This Social Studies educational program took Mary from Gros Morne National Park, to Port au Choix National Historic Site, to Red Bay National Historic Site and finally L'Anse aux Meadows National Historic Site. At each stop she had the opportunity to engage in programs that explored the historic significance of each special place. These programs are tied into the Social Studies curriculum outcomes of our province. Park interpreters, many in period costume, gave demonstrations of different games, activities and the beliefs and customs that were prevalent in the lives of the Aboriginal peoples of Newfoundland and Labrador.

Mary Van Thiel at Red Bay National Historic Site during Onsite 2009.

"I was especially fascinated with Red Bay National Historic Site, a 16th century Basque Whaling, which was a thriving industry based on the production of whale oil developed along the Labrador coast during the mid to late 1500s," said Mary. "We took a small boat over to Saddle Island. Remnants of the red slate that the Basque carried over in their boats for balance, later used for the roofs of houses, can still be found on the beach in Sable Island." Mary said she had an eerie feeling as she walked along the beach with Park interpreters in period costume who explained the sinking of a Spanish galleon, believed to be the San Juan and explained the life of whalers in the 1500s. The tour ended with a boil up on the beach.

As the majority of the programs take place outdoors, Mary says it's best to come prepared for any weather condition. The science program runs at the same time. There is no cost for this five-day educational experience as the Department of Education, Parks Canada and the NLTA cover all expenses such as food, lodgings and transportation. To register for Onsite 2010 which is scheduled for August 16-20, 2010, please contact Craig White at craigwhite@gov.nl.ca.

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The Book of Luke

A novel dedicated to teachers

"a rollicking good yarn"

On the heels of his successful poetry book, *A High of Zero*, St. John's retired teacher, Herb Hopkins has written his first novel, *The Book of Luke*.

"Luke", as readers have come to know it, will be available wherever quality books are sold or order your copy directly from the Words and Wood website at **www.wordsandwood.ca**

Make "Luke" your first summer read – relish in the antics as Luke and his cast attempt to save the "City of Dreams" from the gravity of deception and greed.

LEWISPORTE

Lewisporte Academy Math-terpieces...

We are Math-terpieces... was the theme of Math Day at Lewisporte Academy on Thursday, April 22. During this day, 182 elementary students worked in pairs and travelled from station to station solving problems and playing math curriculum related games. Free Math t-shirts were given to each elementary student to help promote positive attitudes toward Math.

Parents volunteered to help during the day and attended an information session by the Numeracy Itinerant Teacher, Florence Bursey. She discussed the significance of Math games within the curriculum, the need for students to make Math connections to everyday life situations and the importance of communicating Math knowledge.

Overall the Elementary Committee thought this day was a huge success! It created enthusiasm for Math, helped to improve number sense and extended students' skill to connect and represent their ideas in Math.

Grade 4 boys at Lewisporte Academy pose as masterpieces during Math Day.

GLOVERTOWN

Glovertown Academy team takes second place at Film Festival

On April 16, the Centre for Arts and Technology, in partnership with The Viewfinders: International Film Festival For Youth, presented READY SET SHOW, a 48-hour digital film competition where teams of up to five people had just 48 hours to plan, write, direct, shoot and edit, according to the college..."a cinematic masterpiece (or just a cool short film you're really jazzed about)."

Film submissions were to be between 1-5 minutes including credits and had to include elements that were announced at the kick-off event at the Centre for Arts and Technology on Friday evening. The three elements for the competition were ketchup, newspaper and volcano. All footage had to be shot within a 48-hour period.

The top five films, which included *Actor for Hire*, the Glovertown submission, were screened at the Empire Oxford Theatre in Halifax on April 22 and prizes were awarded to the top three short films as judged by a panel of industry professionals.

"Congratulations to the cast and director for their outstanding accomplishment in placing second in this film festival!" said Tony Norman, Vice-Principal of Glovertown Academy. "They are to be commended on their industrious and creative production under stringent guidelines and strict time restraints. This film and the students involved receive five stars and 'two thumbs up' from Glovertown Academy!"

The Director/Film Editor for *Actor for Hire* was Aaron Powell and the cast included Gregory Sweetapple, Gregory Hynes, Joel Oram, Aaron Oram and Heather Oram (Extra).

Actor for Hire may be viewed on Youtube at: www.youtube.com/watch?v=H4oS3_LH5aY

Glovertown Academy students: (back row) Aaron Oram, Aaron Powell, Gregory Sweetapple; (front row): Gregory Hynes, Joel Oram

ST. JOHN'S

Roots of Empathy program

Teachers Joe Philpott and Roxanne Kenny welcomed NLTA President Lily Cole to their Roots of Empathy classrooms at Mary Queen of Peace Elementary in St. John's on April 15. Ms. Cole had the opportunity to see first hand the Roots of Empathy program being facilitated by instructors Miranda Gosse and Catherine Power.

Grade 4 students at Mary Queen of Peace gather around to observe from their "little teacher", Roots of Empathy Baby Spencer.

Babies Spencer and Gavin and their parents have been making nine visits each to these two Grade 4 classes throughout the 2009-10 school year. The children gather around a green blanket where the baby is the "Teacher". "The 'emotional literacy' taught in this evidence-based program gives children the vocabulary for understanding and talking about their feelings," said Frances Cole, Atlantic Manager for the Roots of Empathy program. Safety messages emphasized in the 27 classroom sessions include Shaken Baby Syndrome, Fetal Alcohol Spectrum Disorder and Second Hand Smoke. Children gain understanding of early child development and the role of a nurturing parent in healthy growth. There is a positive effect on the tone of the classroom, creating a climate of social inclusion and contributing to safe and caring schools where aggressive behavior decreases.

To date, 263 classes have participated in Roots of Empathy programs in Newfoundland and Labrador from Nain to Port aux Basques to St. John's. Three trainings are planned for the fall at Goose Bay, Corner Brook and St. John's. These are open to applicants from all areas of the province, including French language program applicants. There is funding available for participants from many specific regions for these three-day trainings. Please visit the website (www.rootsofempathy.org) and contact Hazel Clarke (hclarke@rootsofempathy.org) or Frances Cole (fcole@rootsofempathy.org) for more information and an application form.

Counsellors/Psychologists meet on provincial, professional issues

On April 30 and May 1, 2010, Branch Presidents and Provincial Executive members of the Newfoundland and Labrador Counsellors' & Psychologists' Association (NLCPA) convened in St. John's for the NLCPA's annual branch development meetings.

Attendees participated in round table discussions on Friday with key partners in the field of counseling and educational psychology in the province. Representatives from Memorial University's Faculty of Education, the Newfoundland and Labrador Psychology Board, the Department of Education, and the NLTA conversed on key issues such as psychologist registration, continuing education opportunities for counselors/psychologists, online networking, and the role of these professionals in assessment. Commitments have been made by all parties to continue dialogue on these issues. Saturday saw the opportunity for meetings on NLCPA operations.

Special thanks to George Tucker and the NLTA for their ongoing support of the NLCPA and this initiative.

Back (L-R): Boyd Perry, Oliver Arthur, Wanda Greeley, Glenda Ball, Lorraine Pittman, Colette Oldford-Short, Eric Short. Front (L-R): Peggy Hann (NLCPA President-Elect), Trent Langdon (NLCPA President), Darryl Chippett (NLCPA Vice-President)

NEWFOUNDLAND & LABRADOR

Primary/Elementary teachers host provincial conference – Everyone in the Deep End!

On April 28 and 29 the Primary/Elementary Special Interest Council hosted its first provincial conference for teachers. The Terra Nova Park Lodge was a perfect venue, and Dr. David Booth was an excellent choice for facilitator. The event played host to 160 teachers from almost every region in our province, including Labrador.

Differentiating Literacy Instruction was the theme for the conference and Dr. Booth is a distinguished educator in this field. Currently working out of the University of Toronto, Dr. Booth spends much of his time helping educators improve literacy instruction. He is sought after internationally and his research and practice have brought him to such countries as China, New Zealand, Africa, and the United States.

During this conference for primary and elementary teachers, Dr. Booth explored literacy from the past, spoke to the literacies of the future, and engaged participants in planning for the literacy instruction needed today. While promoting a strong sense of community within the group, Dr. Booth empowered teachers to share the strategies they already have at their disposal for individualizing their classrooms. Differentiated Instruction often seems complex and difficult, but Dr. Booth left teachers feeling that they have the skills and knowledge to move this practice forward.

Dr. Booth speaks with teachers at the Primary/Elementary Special Interest Council provincial conference.

At one point, while speaking specifically to literacy instruction, Dr. Booth used the analogy of the swimming instructor who begins the task of teaching non-swimmers to swim. In addition to treating each as individuals, Dr. Booth proposed the notion that every good swimming instructor knows how important it is to get all of those students into the deep end. They all need to be empowered to move forward, and it is the job of the teacher to give the non-readers the motivation and confidence they will need to move into reading – even when it seems they are way in over their heads.

"This was indeed a powerful learning opportunity for teachers," said Daniel O'Brien, President of the Primary/Elementary Special Interest Council. "Congratulations to all of those who attended; we are confident you have made a strong investment in your own learning. In addition, we have begun the creation of a network of educators who will be able to learn from, and support each other, as we move forward. All of a sudden the 'Deep End' is not so scary after all!"

For further information, contact Daniel O'Brien (danielobrien@esdnl.ca), President of the Primary/Elementary Special Interest Council.

Special Interest Council Update

A Special Interest Council (SIC) Leadership Seminar was held on the evening of April 16 as well as all day on April 17 at the NLTA Boardroom. During that time, the 2010-11 Professional Development plans of the SICs were discussed. To date, four of the SICS have scheduled PD sessions for 2010-11. These are:

The Council of Special Services (COSS)
(see flyer on NLTA website)
Conference Topic: Dyslexia: Signs, Symptoms and Solutions
Presenter: Sally Shearman
Date: Saturday, September 25, 2010
Time: 9:00 am – 4:00 pm
Venue: Delta Hotel and Conference Centre, St. John's
For more information visit:
www.nlta.nl.ca/pd_opportunities

The Newfoundland and Labrador Psychologists' and Counsellors' Association (NLCPA)
Annual Conference & AGM
Conference Topic: Solution-Focused Schools / Solution-Focused Counseling
Presenter: Dr. Linda Metcalf
(www.metcalfconsulting.org)
Date: October 20-22, 2010
Venue: The Battery Hotel (tentative)

- This workshop will be of interest to counsellors, psychologists, administrators, classroom teachers,

instructional support teachers and community professionals.
- Registration procedures to be announced.
- For more information, please contact Trent Langdon, NLCPA President, at 709-368-0189 trentlangdon@esdnl.ca or George Tucker at gtucker@nlta.nl.ca

School Administrators' Council (SAC)
Annual Conference & AGM…
"Leading and Learning Together"
Keynote: Dr. Tim Goddard, Dean of the Faculty of Education, UPEI
Date: May 18-20, 2011
Venue: Terra Nova Park Lodge
For more information visit: www.sac2011.ca

Music Council
Annual Conference & AGM
Presenter: TBA – The Planning Committee is currently finalizing the details re presenter, venue, etc.
Date: October 1-2, 2010
Venue: The Battery Hotel (tentative)

Note: In the case of the Physical Education SIC and the Technology Education SIC, a provincial conference is held biennially. Both SICS held conferences during 2009-10 so there will be no conference sponsored by these Councils in 2010-11.

Note: The other Special Interest Councils do not have firm plans for sponsoring professional learning opportunities during 2010-11 at this time. Before proceeding with PD initiatives during 2010-11, the Department, school districts, etc. will be contacted to determine interest, level of support available, etc.

At the end of May 2010, representatives from each of the ten Special Interest Councils will be meeting via Elluminate Live to discuss in more detail their professional learning plans for 2010-11.

For additional information re any aspect of the NLTA Special Interest Councils, contact George Tucker, Administrative Officer, PD Division, NLTA at gtucker@nlta.nl.ca.

MURIEL LEGGE, 1918 - 2010

Muriel Legge

Muriel Legge passed away peacefully on April 21, 2010 at Sir Thomas Roddick Hospital, Stephenville at the age of 92 in the presence of her loving family.

Born and raised in Robinson's, Muriel was the daughter of John and Ethel (Brown) Janes. She taught in St. David's in 1964 and then moved to a two-room school in Jeffrey's where she taught for a few years. In 1970 Muriel went to Memorial University to upgrade her teaching skills. Her next appointment was Principal of the elementary school in McKay's where she remained until her retirement.

Muriel is survived by her daughter Sylvia (Cam) Carew and her grandchildren: Christopher (Heidi) Carew, Andrea (Paul) Carew, George Legge, Douglas (Leona) Legge; her daughter-in-law Daphne (Dennis) Butler; her great-grandchildren: Stephanie, Sarah, Johnathan and Olivia; and her two brothers Ted and Dan.
(*Submitted by Sylvia Carew*)

In Memoriam Submission Guidelines

Submissions to In Memoriam should be a **maximum of 250 to 300 words** and may contain a photo of the deceased. In Memoriams should be submitted within a timely manner – normally within the same school year (if possible) of the death of the teacher. Information may be included on where the deceased lived and taught, their education, accomplishments, community involvement and family information.

It is preferred that all submissions be e-mailed to Lesley-Ann Browne, Editor of *The Bulletin*, at labrowne@nlta.nl.ca. If submitting by mail, please address to: Editor, *The Bulletin*, Newfoundland and Labrador Teachers' Association, 3 Kenmount Road, St. John's, NL, A1B 1W1. Submissions may also be faxed to 726-4302 or toll-free at 1-877-711-6582. Please be sure to include a contact name, school or business name, mailing address, telephone number and e-mail address.

Taking Stock

by EDWARD HANCOCK

Now I have come to realize how much work goes into the job. Many people think that teachers have an easy job; they go to work from 9 to 3 and then they go home. These people do not see what goes on in the classroom, at school and at home. The students rely on their teacher, sometimes more than they rely on anybody else and for some students the teacher is the only role model that they have. I have come to understand and to appreciate how much work goes into being a teacher and how rewarding the job can be.

I hope that the above paragraph caught your attention as you browse through the final edition of *The Bulletin* for 2009-10. As teachers, we certainly like to hear when someone outside the profession "gets it" and recognizes what is really involved in teaching in the K-12 system. The above statement was actually written by a teaching intern after completing two months of the internship this past winter. The statement was published in *The Monday E-Memo*, a weekly e-mail publication produced by Dr. Jerome Delaney at the MUN Faculty of Education during the winter semester.

The statement by this intern has also captured succinctly what Dr. David Dibbon reported in his study of teacher workload in this province, released in June 2004. In his report, Dr. Dibbon wrote of the "intensification" of teachers' work over the past decade and the chronic "lack of time" to complete all the necessary tasks associated with good teaching. He also wrote of the "invisible work of teachers"; that which takes place outside the regular hours of classroom instruction and thus is, for the most part, invisible to students, parents and the public at large.

All of you can attest to the truth of these findings. You have all given of your time, your hard work and your efforts again over the past year for the betterment of the students in your care. It is interesting to note that the intern's reflections also spoke of "how rewarding the job can be". These rewards are found throughout the school year in your daily interactions with students. Now, as the end of the school year approaches, there is an opportunity to take stock of what the year has brought, to celebrate the successes and to consider different approaches or strategies, where necessary, for the next school year. The work of teaching has a defined cyclical nature from September through June and the summer break after a very busy work year should be taken as an opportunity to refresh and rejuvenate.

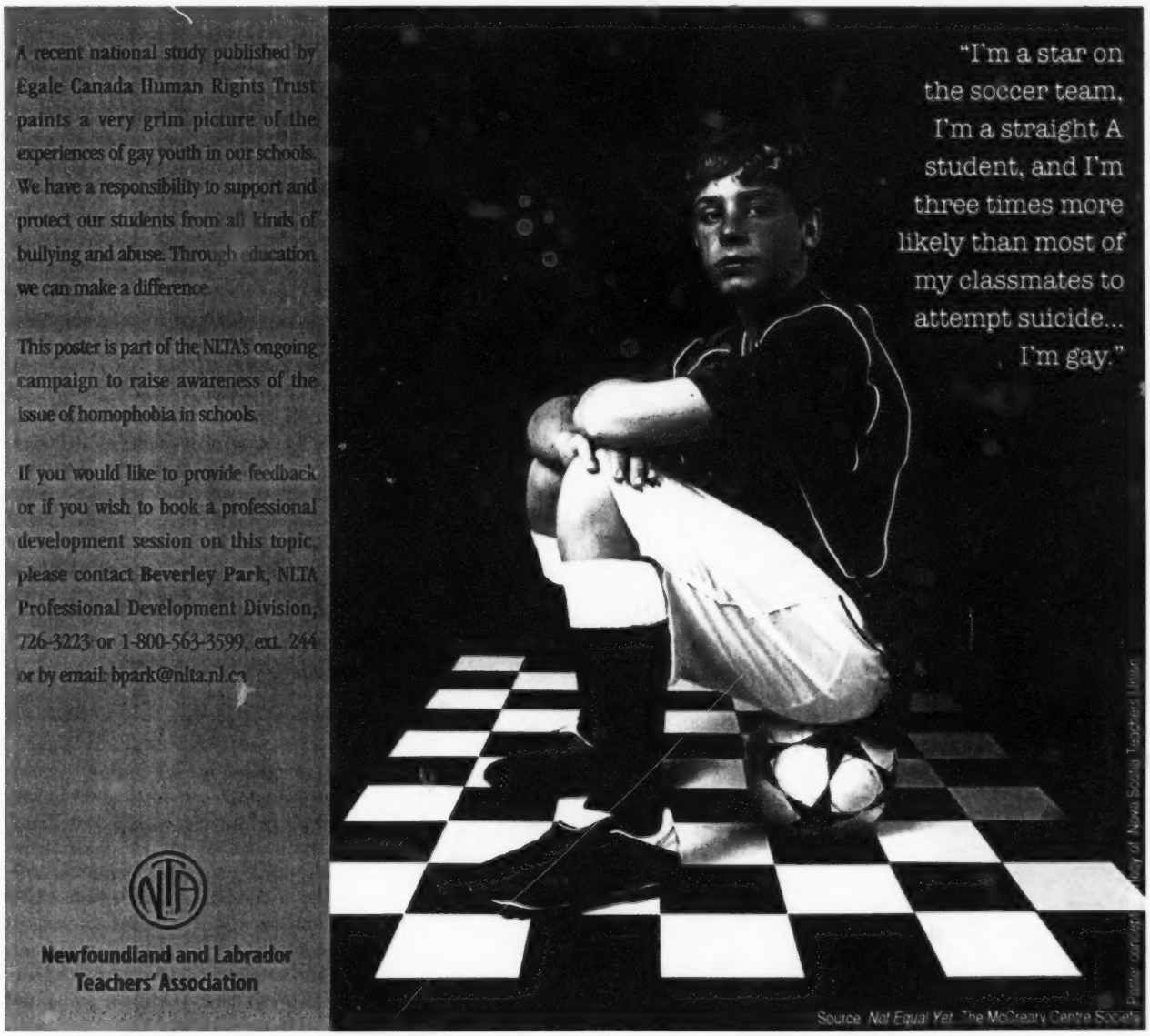
The cyclical nature of the year for teachers reflects the nature of the year for your Association. In August 2009, your 2009-11 Provincial Executive (elected in the spring of 2009) met for the first time in its planning and priorities session. Five priority areas were established for the two-year term. In addition to the ongoing regular programs and services, these priorities have helped to focus the Association's activities over the past year. Although this has not been a collective bargaining year, it has been a very busy year for the Association in its efforts and activities on behalf of the membership. Through various meetings with Department of Education and government representatives, representation on committees, briefs and submissions to government and other agencies, to name just a few, your Association is responsible for ensuring that teachers' concerns are factored into decision making related to education and that the viewpoint of teachers is always represented. As an example, in January 2010, President Lily Cole and I attended a public consultation session on the upcoming provincial budget and the President presented a brief on behalf of the Association. That brief identified four key areas requiring consideration in the budget in an attempt to ensure that the Association's priorities were taken into account as the budget was prepared.

Looking ahead to the coming school year, we can foresee that it will be a busy one indeed for your Association. While the usual programs and services will be provided, and in some cases enhanced, next year will also see the startup of preparations for the next round of collective bargaining. As the current contract expires in August 2012, the Association can serve notice as early as November 2011 to open bargaining talks. This means that during 2010-11, your Association will be establishing a Collective Bargaining Committee to solicit input from teachers and prepare a draft set of opening proposals for

consideration of the Provincial Executive. You will be provided with opportunities for input through your branch, your special interest council, your school staff or individually. It will be the committee's task to ensure that the draft opening proposals are realistic and a reflection of the priorities expressed by the membership. Please take advantage of that opportunity for input when it arises.

Yes, at the close of any school year, it is an opportunity to take stock of what has happened over the past year and to look ahead to next year's opportunities and challenges. While you are doing so, as the end of June rapidly approaches, give some thought to your plans for the summer and ensure that they include time for rest and relaxation with self, family and friends. Congratulations on another year of hard work and success and thank you to those who have found time in your schedules to serve your Association in some capacity. Best wishes to each and every one of you for a safe and enjoyable summer, from all your Association staff at the NLTA Office.

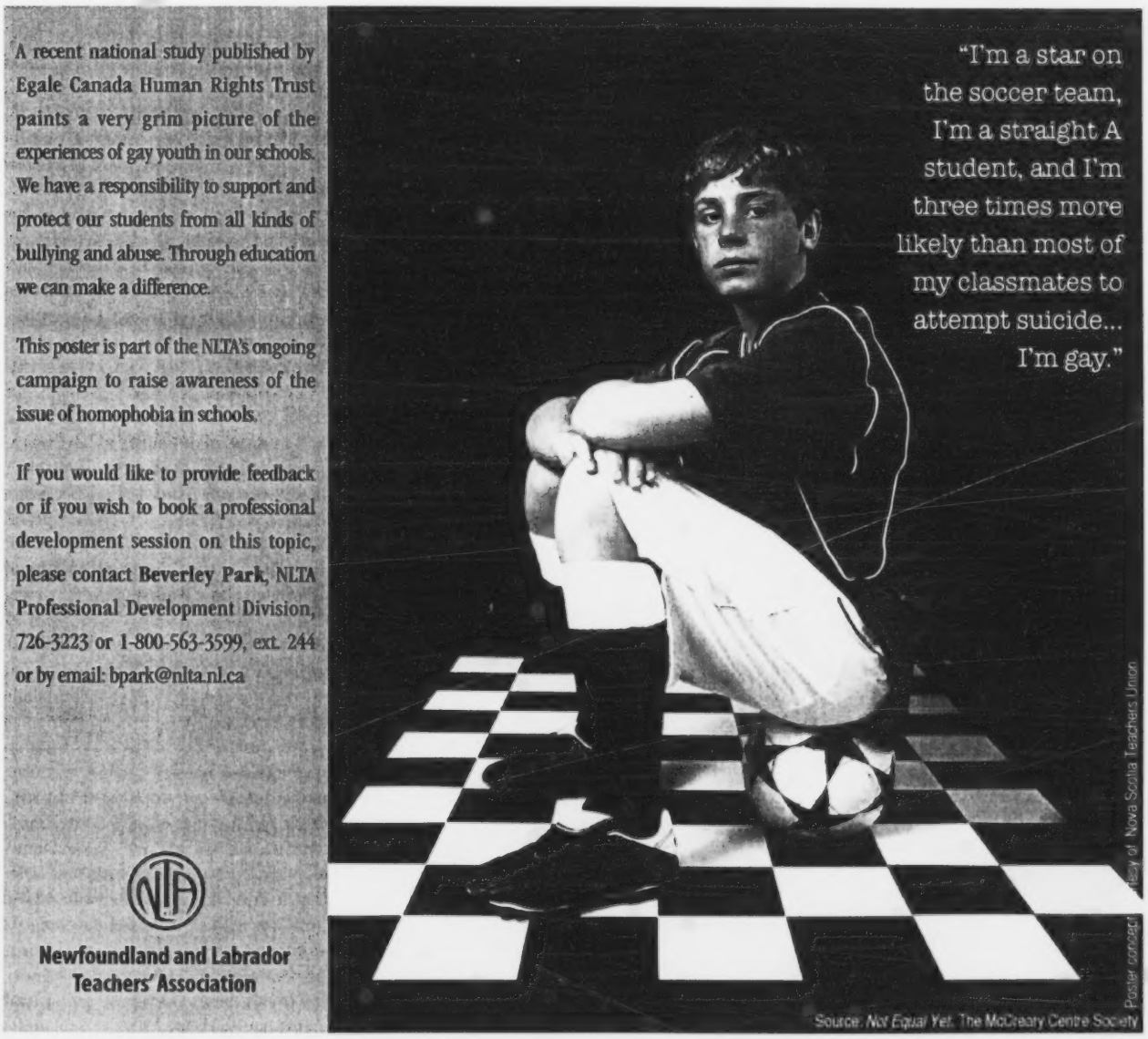
Edward Hancock is Executive Director of the NLTA.


A recent national study published by Egale Canada Human Rights Trust paints a very grim picture of the experiences of gay youth in our schools. We have a responsibility to support and protect our students from all kinds of bullying and abuse. Through education we can make a difference.
This poster is part of the NLTA's ongoing campaign to raise awareness of the issue of homophobia in schools.
If you would like to provide feedback or if you wish to book a professional development session on this topic, please contact Beverley Park, NLTA Professional Development Division, 726-3223 or 1-800-563-3599, ext. 244 or by email: bpark@nlta.nl.ca
Newfoundland and Labrador Teachers' Association
"I'm a star on the soccer team, I'm a straight A student, and I'm three times more likely than most of my classmates to attempt suicide... I'm gay."
Source: Not Equal Yet. The McCreary Centre Society
Photo courtesy of Nova Scotia Teachers Union

consideration of the Provincial Executive. You will be provided with opportunities for input through your branch, your special interest council, your school staff or individually. It will be the committee's task to ensure that the draft opening proposals are realistic and a reflection of the priorities expressed by the membership. Please take advantage of that opportunity for input when it arises.

Yes, at the close of any school year, it is an opportunity to take stock of what has happened over the past year and to look ahead to next year's opportunities and challenges. While you are doing so, as the end of June rapidly approaches, give some thought to your plans for the summer and ensure that they include time for rest and relaxation with self, family and friends. Congratulations on another year of hard work and success and thank you to those who have found time in your schedules to serve your Association in some capacity. Best wishes to each and every one of you for a safe and enjoyable summer, from all your Association staff at the NLTA Office.

Edward Hancock is Executive Director of the NLTA.


A recent national study published by Egale Canada Human Rights Trust paints a very grim picture of the experiences of gay youth in our schools. We have a responsibility to support and protect our students from all kinds of bullying and abuse. Through education we can make a difference.
This poster is part of the NLTA's ongoing campaign to raise awareness of the issue of homophobia in schools.
If you would like to provide feedback or if you wish to book a professional development session on this topic, please contact Beverley Park, NLTA Professional Development Division, 726-3223 or 1-800-563-3599, ext. 244 or by email: bpark@nlta.nl.ca
Newfoundland and Labrador Teachers' Association
"I'm a star on the soccer team, I'm a straight A student, and I'm three times more likely than most of my classmates to attempt suicide... I'm gay."
Source: Not Equal Yet, The McCreary Centre Society
Poster concept: ...esy of Nova Scotia Teachers Union

CTF Lobbies for Action on Child Poverty

by EDWARD HANCOCK

The Canadian Teachers' Federation recently carried out a major part of its lobbying campaign for federal government action on child poverty by holding its annual "Hill Day" in Ottawa. Using the opportunity presented with representatives of teacher organizations from around the country being present in Ottawa for the spring meeting of the CTF Board of Directors, CTF organized special meetings with MPs and Senators on April 20, 2010. Members of the Board of Directors (that is, the Presidents and Executive Directors of CTF member organizations) held individual meetings with MPs and Senators to update them on the CTF position on the reduction of child poverty, to recommend actions which the federal government could take towards this goal, and to seek the support of these MPs and Senators towards same. One of the main objectives of "Hill Day" is to increase awareness of the CTF's position on issues related to child poverty and to encourage parliamentarians to consult with the CTF on related policy decisions and legislative initiatives.

President Lily Cole and Executive Director Ed Hancock with Senator Bill Rompkey at the "One Goal – Education for All" presentation during the breakfast with parliamentarians.

The Canadian Teachers' Federation plays a major role on behalf of nearly 200,000 teachers in Canada in representing the voice of teachers at the national level on issues that impact education. The CTF policy on Children and Poverty states that: "All children, regardless of family income or circumstances, have the right to the full benefits of publicly funded education." It is well known, through research, that there is a direct relationship between poverty and how children fare in school. The recent meetings with parliamentarians provided an opportunity to present the CTF position on these issues and lobby for specific federal government action focused on three main areas: family income, housing, and educational opportunity. Recommended strategies included such actions as an increased minimum wage, expansion of eligibility for EI, major investment in social housing, improved accessibility and affordability of post-secondary education, improved supports for First Nations' child welfare agencies, and a universal child care system.

NLTA President Lily Cole and Executive Director Ed Hancock meet with St. John's East MP Jack Harris.

The 2010 "Hill Day" again coincided with Global Action Week, an annual campaign to promote quality public education for all. To promote the campaign this year, in conjunction with the upcoming World Cup of Soccer in South Africa, Education International has teamed up with FIFA – the International Football (Soccer) Association – to promote the theme of "One Goal – Education for All". As part of this campaign, "Hill Day" began with a breakfast with parliamentarians in the Parliamentary Restaurant and included presentations by officials from CTF and CIDA along with student representatives.

While the individual meetings with MPs and Senators focused on the theme of child poverty, there was also an opportunity to discuss the CTF position on a number of other matters including proposed amendments in the Senate to Section 43 of the Criminal Code, labour rights, status of women and women's rights, tax treatment of teachers' employment expenses and issues of copyright impacting education.

Edward Hancock is Executive Director of the NLTA.

2010 Pre-Retirement Seminar

REGISTRATION FORM

Name

Home Address

Postal Code

Home Telephone

Social Insurance Number

School Name

School Telephone

Email

Please check which session you will be attending:

- ☐ **Oct. 14-15** – Hotel Gander, Gander
- ☐ **Oct. 21-22** – Holiday Inn, Stephenville
- ☐ **Oct. 28-29** – Mt. Peyton, Grand Falls-Windsor
- ☐ **Nov. 4-5** – Greenwood Inn & Suites, Corner Brook
- ☐ **Nov. 18-19** – Holiday Inn, St. John's
- ☐ **Dec. 2-3** – Holiday Inn, St. John's
- ☐ **Dec. 9-10** – Holiday Inn, St. John's

Will your spouse be attending? ☐ Yes ☐ No

Name of spouse (if attending)

Earliest eligibility date for pension

Have you attended a previous pre-retirement seminar?

☐ Yes ☐ No

Note:

- Teachers within two years of retirement (on or before June 2013) are eligible to attend.
- All participants must pre-register.
- You will receive confirmation prior to seminar.
- Travel costs will be paid according to policy and only to the nearest seminar.
- Teachers are advised to bring a calculator.

Please submit registration form to:

Melanie Jaster
Benefits and Economic Services Division
Newfoundland and Labrador Teachers' Association
3 Kenmount Road, St. John's, NL A1B 1W1
Fax: 709-726-4302; 1-877-711-6582 *(toll free)*

NOTE: As space is limited, registrations will be taken on a first-come, first-served basis.

FOR NLTA OFFICE USE ONLY		
Date Received	Confirmation Sent	Information Package Sent

Important Notice to All Teachers

NLTA's Financial Information Seminars

Fall 2010

For more than 25 years, the Newfoundland and Labrador Teachers' Association has been sponsoring Pre-Retirement Seminars for teachers across the province who are within two years of retirement. During each of these seminars, teachers have provided feedback and suggestions based on the presentations and information that was given during the various sessions and have informed us that the information provided is very important, very useful and very valuable to all teachers. A large majority have suggested that the information should be provided "much earlier in their career" so that teachers would have had the time to "better plan their financial future and their retirement". In recent years, there has been an overwhelming increase in the interest of all teachers around the province, no matter what stage of their teaching career, to be provided the opportunity to attend a similar seminar and to be in receipt of the information that those teachers who have attended the Pre-Retirement seminars. **As a result of this increasing level of interest, the NLTA has decided to sponsor three Financial Information Seminars for the Fall 2010 as a means to gauge the level of interest that teachers have for these types of seminars.** These three seminars will be conducted as a pilot project for the fall of 2010, at the end of which a decision will be made regarding whether or not they will continue. The NLTA is very excited about this pilot project and would like to encourage all teachers to seriously consider attending. The seminars are scheduled to coincide with the three Pre-Retirement Seminars that are scheduled to be held in Corner Brook, Gander and St. John's. These financial information seminars are scheduled to begin at 9:30 a.m. and conclude at 3:00 p.m., with lunch provided. The dates for the Financial Information Seminars for Fall 2010 are as follows:

- **Saturday, October 16 – Hotel Gander, Gander**
- **Saturday, November 6 – Greenwood Inn & Suites, Corner Brook**
- **Saturday, December 4 – Holiday Inn, St. John's**

To find out more information on what will be covered at these seminars, we encourage you to speak to a teacher who has attended a Pre-Retirement Seminar to get their opinion of such seminars. For those who have already attended a Pre-Retirement Seminar in the past, we urge you to encourage your colleagues to attend.

Important Information Regarding the Seminars

1. Teachers wishing to attend a seminar MUST complete and submit a **2010 Financial Information Seminar Registration Form**. This form is available in this issue of *The Bulletin* and will appear in the September issue of *The Bulletin*.
2. A **MAXIMUM of 30 teacher participants will be accepted at each seminar.**
3. The selection of the participants will occur on a **first-come, first-served registered basis**.
4. The seminars will be conducted by the NLTA Administrative Staff responsible for conducting the Pre-Retirement Seminars. In addition, Johnson Inc. officials will be present at each of the seminars to answer any questions and/or provide any assistance to teachers who wish to discuss and/or make changes to their NLTA Group Insurance Plan coverage.
5. Each participant will receive at the seminar a copy of their Group Insurance Benefit Statement as well as a copy of their Teacher Pension Benefits Statement. These documents will be reviewed, in detail, during the seminar and very important information regarding both documents will be discussed.
6. Financial Planning officials from the Newfoundland and Labrador Credit Union will be presenting very valuable information and suggestions regarding financial planning and other financial considerations.
7. Some of the topics that will be covered in detail during these seminars include:

1. Pensions and Other Benefits:

- The Teachers' Pension Plan
  - Accrual and Calculation of Pension Benefits
  - Integration, Pension Indexing, Survivor Benefits, Credit Splitting
  - Transfer and Reciprocal Agreements
- The Importance of Upgrading
- The Government Money Purchase Plan (Substitute Teachers Pension Plan)
- The Canada Pension Plan and Old Age Security
- Severance Pay

2. The NLTA Group Insurance Program

- Plan Options
- Do I have the proper coverage for me and my family?

3. Financial Planning Considerations

- Facts and Questions To Consider Regarding Financial Planning
- The Importance of Eliminating Debt Prior to Retirement
- Registered Retirement Savings Plan (RRSP) & Tax Free Savings Account (TFSA) – Initial vs. Future Tax Savings
- The Effect of Inflation on Disposable Income
- The Importance of Having a Will
- Steps That You Can Take

PLEASE REMEMBER TO REGISTER IF YOU WISH TO PARTICIPATE IN THESE SEMINARS!

Newfoundland and Labrador Teachers' Association

2010 Financial Information Seminars
Registration Form
(please print)

Name: .....

Home Address: .....

.....

Postal Code: .....

Home Telephone: .....

Social Insurance Number: .....

School Name: .....

School Telephone: .....

E-mail: .....

Please check which session you will be attending:

- ☐ **Oct. 16 – Hotel Gander, Gander**
- ☐ ~~**Nov. 6 – Greenwood Inn & Suites, Corner Brook**~~ **FULL**
- ☐ ~~**Dec. 4 – Holiday Inn, St. John's**~~ **FULL**

Please submit registration form to:

Melanie Jaster
Benefits and Economic Services Division
Newfoundland and Labrador Teachers' Association
3 Kenmount Road, St. John's, NL A1B 1W1
Fax: 709-726-4302; 1-877-711-6582 *(toll free)*

NOTE: As space is limited, registrations will be taken on a first-come, first-served basis.

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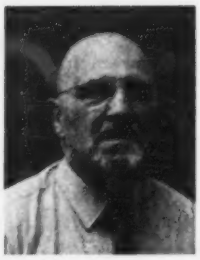


Trust and Fear in the School

The Link to Mental Health and Well-being of Teachers

by ROSS FLOOD

Trust is seen as the core operating principle in managing school systems and working in an effective and professional learning environment. (Gilmour, 2010, pp.4-5; Telfer, p.2) Gilmore's study of the link between trust and change in schools in southern Alberta shows trust as a key element in getting staff to buy into an atmosphere where teachers feel safe to express ideas, take action and evaluate teaching outcomes without a fear of retaliation or ill feelings by the principal. (Gilmore p.31) Research also shows the connection of leadership and trust and the positive or negative influence on organizational health and employee well-being. (Gilmore, pp.4-5) In the reality of a world of school reform, school consolidations and a rapidly changing teaching environment, trust is particularly important and allows the principal to introduce instructional and organizational changes to a more receptive faculty. (Gilmore, p.39)

"Being continuously exposed to fear in the workplace generally leads to increased sick leave or disability, a withdrawal from activities and people and diminished quality of work."

The influence of mistrust in organizations is demonstrated by intrigue, informal hierarchies and leaders, miscommunication, and misperception about teacher's administration. The more force (emotional and psychological) that is applied, the more intense the fear reaction, until the fear includes emotions such as apprehension, distrust, disgust and anger. (Gardner, 2003, p.2) Additionally, the resistance will likely turn into opposition towards any of the leaders' efforts to implement change.

Fear in the workplace is defined as "feeling threatened by possible repercussions as a result of speaking up about work-related issues". (*Trust and Fear in the Workplace*, p.1) Four sources contribute to these feeling of threats: 1) the experience a person has had with fear; 2) stories about the experience of others; 3) your own assumptions and interpretations of co-workers' behaviours; and 4) negative stereotypes about leaders. It is also about reliability in being able to predict how the other person(s) will react in any given situation. (*Teacher and Principal Trust*, p.1)

Fear is not always present in the school, but low-trust relationships show more fear than high-trust relationships. Fear focuses on what went wrong, it demeans people and makes them feel unworthy and threatened. In an organizational context, fear is learned behaviour and may be represented by the expectation of rejection, failure, shame or social disapproval. (Telfer, p.2) It also contributes to the rise of strong emotions in a staff – usually negative emotions such as anger, sadness, aversion, grief, bitterness and vengefulness that impact on the mental health of individuals.

As shown previously, fear elicits strong emotions. Emotions arise in response to ongoing situations and how people evaluate them with positive or negative implications for one's goals, values and beliefs. (Schwarz & Clore, 2006, p.385) People who feel threatened are more highly stressed, more highly anxious, and can be in a constant state of agitation or hyper-vigilance. For workers in this position, they often have difficulty coping with the emotional and psychological feelings that they experience. Fear is about punishment, control and creating conflict. (Campbell, p.2) Being continuously exposed to fear in the workplace generally leads to increased sick leave or disability, a withdrawal from activities and people and diminished quality of work. Overcoming fear means developing the capacity and skills to diminish the negative emotions of fear and develop-

ing more trust and self-confidence in yourself. While individual teachers have a responsibility to help themselves overcome fear, professional leaders have a role in reducing fear and increasing trust in their teams. (Tefler, p.2; Campbell, p.1)

Trust and fear: How they influence mood in the workplace

In an organizational sense, moods can be viewed as overarching atmosphere that influences a work team, a teaching staff or work environment. It is a persistent state with feelings and emotions that may have multiple sources. It can also be the history the group has of the members of the team, the organizational culture and their group view of leaders in the organization. The real impact of mood is that it can greatly influence the expectations and future view of the individual or collective about an employer. The more pervasive moods tend to be negative and can have a debilitating effect on a team or work environment. Strong negative emotions greatly reduce an individual's ability to cope with a workplace. (Campbell, p.2, Fisher, 1998, pp.18-19, Telfer, p.3)

Schwarz & Clore, 2006 contend moods may develop gradually, can last for an extended time and are typically of low intensity. A negative or positive mood may exist after the experience of a negative or positive emotion (event) and the specific cause may be blurred. However, if the mood is accompanied by strong emotions, the overall impact is one of high intensity that influences the work environment. Moods have a pervasive influence that impacts many employees for a long time. (Schwarz & Clore, 2006, pp.386-387)

Some of the more common and pervasive moods influencing the work place are:

- Skepticism – doubting the honesty, integrity of the leaders or organization overall
- Resentment – feeling hurt and helpless to effect any changes in your situation
- Cynicism – no one or nothing is worthy of respect in the organization
- Frustration – I have to make something happen - but can't (either individually or collectively, so why bother
- Resignation – nothing new is possible especially for me – I give up
- Disillusionment – disappointment and see no reason to make an effort to change

(*Coaching for Managers*, pp.16-17)

(cont'd)

School Representative Seminars

Coming in Fall 2010

A series of School Representative Seminars will take place as a continuation of the ongoing triennial program in October 2010. Nine groupings of branches have been arranged and three seminars are offered each fall on a rotating basis. Schools will have the opportunity for representatives to attend every three years. School Representatives will receive specific information directly from the NLTA office.

Group 1 – Gander
October 15-16, 2010 – Albatross Hotel, Gander
Branches Attending: Fogo Island, Ganova, Hamilton Sound, Notre Dame, Trinity-Deadman's Bay

Group 2 – Goose Bay
October 22-23, 2010 – Hotel North II, Goose Bay
Branches Attending: Churchill Falls, Coastal Labrador South, Labrador West, Lake Melville, Nutak Labradorimi

Group 3 – St. John's
October 29-30, 2010 – Capital Hotel, St. John's
Branches Attending: Baccalieu, Bay Roberts, Carbonear, Marconi, Placentia, Upper Trinity South

Mood influences a teacher's assessment of their work environment. If members usually experience a pleasant interaction in a group, it usually encourages the group to look forward to the next event. Conversely, if they dread the next interaction, the group will start in a negative mood that leads to greater negativity, (Barsade & Kelly, 2001, pp.116-117) in essence a self fulfilling prophecy. Flashes of anger, or rage or affection and joy in stressful situations may serve to influence the group's emotional history and set up future expectations and behaviour. (Barsade & Kelly, 2001, pp.117-118)

Trust is the counterbalance to fear and negative moods. The highest form of positive valuation (value in another person) is trust. (Gardner, 2003, p.3) It develops when we depend on the willingness and competence of others to look after what we care about and value. (Tschannen-Moran, 2004, p.1) Teachers need to have a belief that their well-being will be protected by a principal who will act reliably in their best interest. (Gilmore p.42) The more powerful a person believes in his/her belief system, the stronger the motivation to maintain it. (Gardner, 2003, pp.3-4) If a leader does harm – something a colleague does not want – the relationship is severely tested. The more often the relationship is tested and the greater the threat is to someone's belief system, then trust is diminished and fear is increased.

Trust can be seen as both a glue and a lubricant. As the glue, trust unites leaders and to one another. Trust is essential to build and keep up cohesive relationships and to promote effective cooperation within a staff. (Tschannen-Moran, 2004, p.2) When teachers have open communication and they feel that they can rely on others (colleagues and principals) to follow through on their commitments, trust is enhanced. Trust does not develop on its own, but takes effort from both sides to develop and nurture. (P. Bishop, 2010; Gilmore p.40; Tschannen-Moran, 2004, p.2)

Principal As a Conduit for Developing Trust

The principal, more than any other official creates the conditions for trust to develop by establishing the structure for good interpersonal and professional relationships in the school. (Tschannen-Moran, 2004, p.5) Principals also set the tone for the interactions between school leaders, school staff, district staff, in essence modelling effective behaviour. By showing trust of his/her staff, principals are also encouraging and developing trust from the teachers in the school. The principal's personal and professional work ethic gains the trust of teachers and without trust, any sense of collaboration, team development and empowerment is replaced by fear, teacher alienation and the absence of professional development. (Bishop, 1999; Gilmore, p.41)

Elements/Characteristics of Trust

Cheryl Ann Gilmour lists five qualities of trust that have been identified in the literature as necessary for a climate of trust to exist:

- Staff are confident that the principal has their well-being and best interest at the forefront of any actions. This benevolence is necessary in a climate of establishing new strategies in time of structural change.
- Staff see reliability when they can count on the principal to be predictable in standing up for them and following through on their commitments. This reduces anxiety for staff.
- The staff see the principal as competent, having the skill and knowledge to be an effective leader in the school.
- The principal is seen as honest, trustworthy and authentic. Their deeds match their words and they accept responsibility for their actions and do not attempt to shift blame to others.
- The principal has open communication and does not attempt to withhold information from staff members. This openness builds trust and confidence of the staff and principal.

(Gilmour, pp.42-43)

Where that effort at developing trust can be undermined is when principals have to implement mandated changes from higher levels. (Bishop, 1999) The principal may be judged as being uninterested in teacher welfare or having no control or influence with the district level staff. How principals mitigate against this is by having a practice of collaboration. This is a climate where teachers are involved to the limit they can be in making decisions that influence their work environment and quality of teaching for the students.

Not to be overlooked is the positive impact high levels of trust have on individuals and a team. (Barsade & Kelly, 2001, pp.116-117) If teaching staffs are formed with respect for each other and the administration, with a positive history as a staff, with good support from administrators and from each other, with positive, trusting two-way communication, collaboration and shared decision making, trust is already developed. Continuous work is needed to maintain the relationship, making many of the points and traits in this article moot.

Ross Flood is a coordinator with the Employee Assistance Program for Teachers. For confidential assistance contact Ross Flood (ext. 242) or Judy Beranger (ext. 265).
(References for this article can be found at www.nlta.nl.ca)

That's Not Fair!

by KELLIE BAKER

"That's not fair!" If you've ever been with a group of children you've heard these words, probably repeatedly. If you look at the meaning behind what the child is saying it's surely related to them feeling that somebody got something they didn't; an advantage, a treat, an award, a privilege. What they don't understand is that equal is not the same as fair. Do we merely dismiss their heartfelt complaint? What is our responsibility to the child and others in the class?

Fair ≠ Equal

Rules and regulations are believed to ensure that all participants "play fair" and that everyone is treated equally. However, they can actually ensure that NOT everybody is treated fairly. In a class of grade two students it is easily accepted that their peer in a wheel chair will be pushed around the playing area to dodge being tagged or to chase others. This is not equal, but it is fair. Furthermore, unbeknownst to the students, they are demonstrating an intrinsic comprehension of the value of social justice, which we in the educational world are struggling to understand and implement.

How can we as educators help our students continue to develop their sense of social justice, fair play, social responsibility and respect for all if we continue to ignore their complaint? Such a teachable moment has to be seized. When there is an issue of it "not being fair", it's the teacher's responsibility to examine that protest with the class. Examining what is equal, or in other words the same for all, versus what is fair is an essential stepping stone towards an understanding and application of social justice. Encouraging students to recognize that what is fair is actually what is developmentally appropriate and that which allows everybody to gain from their movement experience physically, cognitively and socially is essential. Examples such as requiring a child with Cerebral Palsy to go the same distance to bases as the able bodied child in Crazy Soccer Baseball; the visually impaired child being required to hit the same size/colour/distance target as the sighted child; a Down Syndrome child who is developmentally seven years behind her same age peers being excited by a fitness board game that she can't read, are all unfair expectations. Which would your students say are equal and which are fair?

Adapted/Modified Games

After all, isn't one of the reasons we have adapted/modified games to make it fair for all? They have rules and regulations too, so it's not inherent that rules and regulations make activities unfair. It's how the rules and regulations are adapted and modified that make the activity more fair for all. In a climate of Differentiated Instruction and Learning which supports "matching instruction to meet the diverse needs of learners", it's not only fair but educationally and developmentally sound teaching practice to modify games. Simply stated, adapting or modifying games is "GOOD teaching which adapts (modifies) the curriculum, task, equipment, and/or environment so that ALL students can fully participate in physical education." In other words, everybody has the opportunity to participate to the best of their ability, and that's fair.

So, shouldn't the child with Cerebral Palsy be offered the option to cover a shorter distance to a base than the able bodied child in Crazy Soccer Baseball? Wouldn't it be fair for the visually impaired child to hit a larger, brighter or closer target than the sighted child if it brings them success and allows them to become more physically literate through learning proper throwing or archery skills? Isn't it fair for a Down Syndrome child who is developmentally seven years behind her same age peers and cannot read a fitness board game to be paired up with a child who can read and offer guidance? Is it reasonable that if the social, emotional and physical development demand it, that the child get their heart rate up by dancing as long as it's the least restrictive environment for that child?

It's NOT Fair!

"It's not fair" that we often dismiss this statement as a complaint and ignore the significance it has to the children and to the Physical Education and Physical Literacy of those children in our care. Next time, instead of dismissing the overused exclamation, address it and see what power those dreaded words really hold in creating fairness, social justice, social responsibility and respect.

Kellie Baker is a Physical Education teacher at Macpherson Elementary in St. John's.

When Students Become Teachers

by BEVERLEY PARK

They say (whoever "they" are, I agree with them) that you should learn something new every day. Well, I had a month's worth of lessons when I visited Catalina Elementary. If I am ever back in Africa and tracking animals in an attempt to get a photograph, surely the cautionary voice of one of the Kindergarten students will echo in my mind. "Don't forget to get behind a tree!"

That was one of the many good lessons I learned when I went to speak to students about my travels in Africa and my experiences in promoting girls' education in Uganda. While my planned visit was pre-empted by storms and power outages, late April I finally found myself in front of the K-3 group, then the Grade 3-5s and finally the Grade 6-8s. That, in itself, was a learning experience. The physical differences in the students were obvious, but even more blatant than the height and growth were the psychological and attitudinal differences among the different groups. The youngest were wide-eyed and ultra-curious, bursting with questions. The next group, a little older, were also very interested, though more reserved and more able to contain their enthusiasm, defer their comments and questions – well at least for a second or two. The last group, though I sensed they were curious, seemed determined not to show it. They were almost like refusniks who, no matter how intrigued, would do their darndest to stay cool! But, having experience with the pre-adolescent, I long ago learned not to be put off by the face-saving bravado. I know to watch for the spark of interest that cannot be hidden behind folded arms and the slight lean in to see a little better when they let down their guard!

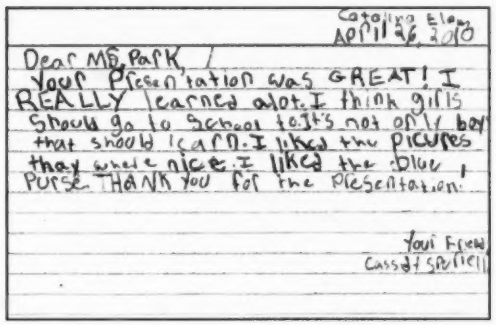
So, I conjured up my teacher skills and I started in on my well-planned (I thought) lesson. Before long it was clear that in every class they were leading me, instead of me leading them. Instinctively I followed and I realized later that the classes were probably better for both of us. **Lesson #1: Never put a student's curiosity on hold and sacrifice *their engagement* to cover *your content***. We may not have gone the route I had planned, but we got to the same destination. In fact, when I think of it, before I had a GPS I took some interesting detours trying to get myself somewhere. When we invest the time and plan, our lesson becomes our teacher-GPS. But while we need to know where we eventually need to end up, it might be worth considering letting our students take us where they want to go on the way!

In a prelude to showing students a photo of a Masaai warrior, something to which many boys of that tribe aspire, I asked what they wanted to be when they grow up. There were future doctors and teachers (yeah!), and lawyers and one very, very excited "pet taker-carer-of-er". I know...I hadn't heard of that career choice either, but I suspect she'll be a great one! **Lesson #2: Every single student, whether he or she is 5 or 15, has a dream to be someone, to be something.** When they are with us it is our responsibility to be the keeper of those dreams. And the response may change 10 times, but we must keep asking. By merely putting the question to them we are sending the signal that it is good for them to have dreams, that we expect and have confidence that they will grow up to achieve the goals they set for themselves. Then we must do our little bit to help them become what they aspire to become, whatever it might be – and likely some of them, particularly the younger students, will have careers which don't even exist today.

After many slides with images of school children and teachers and Masaai warriors and people in their villages, I asked if they had some observations to share. One student said with a rather matter of fact tone, "They're all brown." She was simply stating the obvious. The comment was made without a trace of racism or judgement. It led to a very interesting discussion when I told them that sometimes I was the only one with white skin and blue eyes. There was one photo where in fact I was surrounded by all brown people, without anyone at all who looked like me. Out of the blue, one student asked, "Miss, how did you feel?" I was impressed by the question. I have been to Africa many times and shared my stories with friends and colleagues and family. No one had ever asked that most insightful question. It was the first time that I articulated that sometimes when they stared at me or touched my skin to see if it felt different, I was a little uncomfortable...but just because I

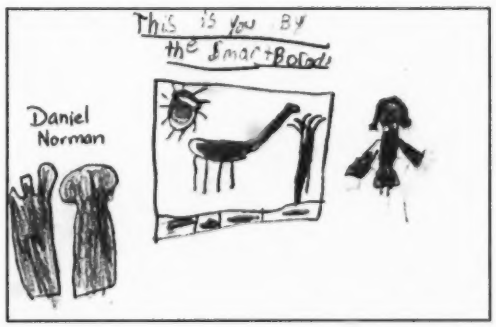
wasn't used to that kind of attention. There was some discussion and as a sort of summary, another student who had been taking everything in rather quietly and not saying much, offered, "It's okay to be different." I thought – wow! This student had figured out something pretty important. And by the nods from her friends and classmates, many others at Catalina Elementary, got it too! I know many educated and supposedly sophisticated adults who haven't figured that out yet! Then I realized I had learned **Lesson #3: Just because we're older doesn't mean we're wiser.** We could learn a lot from the innocent naivety of our students who will instinctively accept because they have not learned to judge.

After my visit I received an envelope from the Grade 3 class. Opening it was like opening a treasure chest. There were gems of all sorts inside – and many more lessons! There were index cards with drawings on one side and on the other side reflections on what they had learned. Though they had all been in the same presentation, the cards, and what they remembered or what impressed them, were extremely varied. One loved the music, another the clothes (and particularly the dress she got to wear).

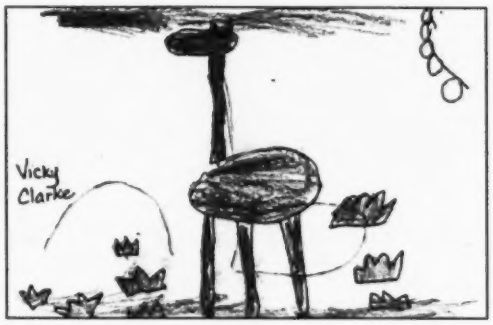

Catalina Elem
April 26, 2010

Dear MR Park,
Your Presentation was GREAT! I REALLY learned alot. I think girls should go to school too. It's not only boys that should learn. I liked the pictures that were nice. I liked the Olive Purse. THANK you for the Presentation.

Your Friend
Cassidy Spurrell



The beaded purse was the favourite of a couple while others commented on the wooden carvings. One student reflected on how she was thankful to have her school (remembering, no doubt, my message that girls in Africa do not always have that privilege). One of the boys now knows that you can make things like jewelry and musical instruments from buffalo horns.



Lesson#4: Every child is unique and responds to different inputs. We need to provide a diversity of experiences to evoke and inspire those responses. While I do countless workshops on teaching strategies that match how the brain learns, it was never clearer to me than when I read those notes.

I often comment or write about teachers needing to be learners – and it occurred to me that when I think of teachers learning I mean that they (we) should be taking courses, availing of professional development opportunities, doing an inservice, reading a professional journal. I discovered through my visit to Catalina Elementary that some of our most important lessons could be learned from those we teach – from our students.

As you pass out the report cards and the kids leave school with their portfolios – the tangible evidence and documentation of what they have learned from you – I suggest you take a moment to pause and ponder some of the many things you have learned from them this year!

It's no secret, I love my job. It puts me in touch with wonderful people – most often teachers, and sometimes, when I am really fortunate, students! The more I learn, the more I know how much I don't know. But I'll keep at it. As Gandhi is quoted as saying: *We should live as if we were to die tomorrow but learn as if we are to live forever!* I want to thank all of you for what you have taught me this year – and a special thank you to the students at Catalina Elementary.

Beverley Park is Senior Administrative Officer, Professional Development, with the NLTA.

SAC Region 5 Hosts 7-Habits of Highly Effective People Workshop

by GEORGE TUCKER

On April 22-24, a group of thirty-three school and district office administrators representing SAC Region 5, one of 10 regional organizations under the umbrella of the Provincial School Administrators Council of the NLTA, convened at the Max Simms Memorial Camp near Bishops Falls, NL. All educators were from the Nova Central School District and represented a large geographical area which extended from the Baie Verte peninsula through Central Newfoundland to Harbour Breton on the south coast.

Workshop participants engaged in some sixteen hours of intensive training in the 7-Habits of Highly Effective People, an internationally renowned program that was developed by Dr. Stephen Covey. Facilitators for the workshop were myself and NLTA staff officer Steve Brooks, who are both certified to deliver the 7-Habits of Highly Effective People Signature Program.

The feedback from the delegates was very positive. Participant comments included the following two quotes:

• *The content of the program was very thought provoking … forced me to evaluate and analyze the way I see the world and how others might see the world. The program opened my thoughts to how to recognize the importance of people, their value, contributions, ideas … I need to adjust my goal toward effectiveness not efficiency.*

• *I had a great 2 days and have become aware of my own personal skills/habits. There are many of us who need to make changes in our lives and often many are not aware that they can develop into a greater being. Personal change is so important!*

Kudos are extended to Jim Hibbs and the members of the planning team for having the vision to plan and the commitment to bring to fruition the 7-Habits of Highly Effective People workshop for the members of SAC Region 5. Sincere thanks are also afforded to the senior management team of the Nova Central School District who were most cooperative and generous in providing substitute and financial support for the workshop. The staff at the Max Simms Memorial Camp must also be commended for their wonderful cooperation and attention to detail in providing the workshop participants with an idyllic setting to engage in professional learning. Provincial School Studios must be acknowledged for their continued support and cooperation. Their presence added significantly to the success of the workshop. Finally, the delegates themselves must be congratulated and commended for taking the time from their very busy schedules to engage in professional learning that has the 'potential to change their lives in an infinite number of positive ways'.

SAC Region 5 participants at the 7-Habits of Highly Effective People Workshop.

For further information contact George Tucker, Administrative Officer – PD Division, NLTA, gtucker@nlta.nl.ca

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A Teaching Station for the 21st Century

by JIM MURPHY

So, summer is fast approaching, government is talking allocations, school districts are talking budgets, schools are talking graduations and you are winding down instruction and ramping up for year-end assessments. Planning for September 2010 is probably furthest from your mind, especially considering you will soon be basking in the glow of the summer solstice. However, planning is always a good thing, and planning for the utilization of technologies in both your teaching and professional learning will certainly help you to engage your learners in meaningful manners and enhance your opportunities for professional growth.

Take a minute or two to reflect on your current classroom technology configuration and how you may want to adapt it to a more user-friendly setup. Are you using technologies to engage learners and to expose them to new literacies and technology-rich approaches to thinking, sharing and creating knowledge? Allan Luke, in a recent webinar entitled *The New Literacies* (www.curriculum.org/secretariat/may31_full.shtml), discusses the importance of providing a technology-rich learning environment and moving from what he refers to as "old print pedagogies" to multimodal curriculum delivery. Luke further indicates that there is a need to develop a broad repertoire of pedagogy to meet the needs of a broad range of learning styles and that connectedness to the real world must be an essential element of that pedagogy (from the work of Fred Newmann). Naturally, feeling comfortable with technologies is integral to being able to assimilate them, but that comes with exposure through mentoring and professional learning opportunities and will best be achieved through practice. Like our students, we learn best by doing, after all!

First, let me preface by saying that the suggested setup does not include a configuration for student access in your classroom, but speaks strictly to a teacher access point, a place where the powerful world of technology can be seamlessly adopted into practice. It is also not the only configuration possible and is more or less a culmination of my experiences as a classroom and online teacher and what worked well for me. Keeping this in mind, then, what would be the ultimate "teacher configuration" for the classroom? Here is a simple configuration to consider…and if you already have this or a similar configuration, then I hope you are sharing your expertise with others.

Laptop or Desktop PC or MAC
It is at the core, should be networked and have Internet Access. Being networked, one could easily call up student work and other software that may be local server-based.

Trolley or Cart
Making the setup somewhat portable will allow for transfer and utilization in various rooms if necessary. It will also allow for more strategic location in the room, depending on the nature of the class and the goal of the lesson. If it is direct instruction, then you will want to be up front center. But if it is a more facilitative role, then you may want to be setup elsewhere, maybe near the back of the classroom. It is a relatively inexpensive solution to making the technology mobile and adaptable.

Projector and screen (or your whiteboard!) or SmartBoard
There are definite advantages and disadvantages to both. In no particular order…

- A new projector will provide a slightly higher resolution than a SmartBoard, offering a clearer image.
- A portable projector can be placed practically anywhere and shared with others.
- A SmartBoard is normally fixed to a wall so is not portable.
- Depending on classroom size, the standard sized SmartBoard may not be big enough.
- Without other ways of interacting with the SmartBoard, such as a tablet, using it can be physically challenging for the teacher.
- A SmartBoard offers more interactivity for students and is great for active, kinaesthetic learners.

• What does make SmartBoards powerful is the software! Notebook, the accompanying software. It can also be used without the board and is very flexible.

Speakers/Sound
I would suggest a decent sound system, especially for courses where many learning outcomes require listening activities and are sound/language-based. Something with a base system would be the preferred configuration. Speaker systems are much more affordable now and you can pick up a quality setup for a reasonable cost.

Tablet – USB and Wireless
Any who have attended sessions on the Virtual Teacher Centre (www.myvtc.ca), who offer distance learning through CDLI or have an interest in graphic art will have seen or used a graphic tablet and pen. Similar to a mouse but with much more dexterity, it will allow the user to interact with various software with more dexterity and accuracy than a common mouse. You will find yourself annotating presentations, providing direct instruction and calling up sites and files with ease and in a very short period of time. Check out what is available through companies such as www.wacom.com and www.smarttech.com. Believe me, it will be one of the best investments you will make. For any curriculum area, this can significantly enhance your pedagogy and engage 21st Century learners. A wired version is a great starting point (and cheaper), but the new wireless units offer a great deal of flexibility and have ranges as high as 35-40 feet.

Wireless Keyboard
Having a student edit a newly created class wiki on the fly, process writing activities, demand writing activities captured in real time, chatting with other classrooms in the world, conferencing with special guests, and the list continues. Having a wireless keyboard will certainly offer the flexibility to place it on student desks and allow the students to participate directly in the activity directly from their seats. The same, of course, would hold for a mouse. But procure the tablet if you can!!

Software (Software can be a bit of a black hole. Careful to only purchase software that you know you are going to use and that you have seen demonstrated. Otherwise, there are many "freeware" solutions out there that you can find on sites such as www.download.com)
I would recommend products such as:
• Office Suite (free for NL Educators)
• Inspiration for brainstorming and mind mapping activities (www.inspiration.com)
• Snagit for image capture (www.techsmith.com) or go for a free version called IrfanView (49,410,026 downloads and counting)
• Notebook for SmartBoard (www.smarttech.com) – serial number is available from your district tech!
• For Math/Science, you may want to invest in MathType,FxDraw and FxChem or look for free versions of similar software for simplifying the creation of killer Math/Science graphics!
• Real Player – allows for downloading and archiving of most online video (also free)

There are many others, but this is a good start. If you are considering incorporating Web 2.0 tools, start conferring with other teachers who are using blogging and wikiing to engage learners and discover the latest in "safe" sites for student interaction. Many are now education safe, filtered, and designed for classroom use… Otherwise, you know what to do! Google it and go with the majority!

During the summer break, take the time to familiarize yourself with the changing face of technology and how it is impacting teaching and learning. There are many opportunities to take part in free webinars, discussion forums and communities of practice on technology-based pedagogy through networks such as www.classroom20.com or www.learningtown.com/.

Lastly, while you are browsing during your much deserved break, google or check out some of the available resources on new literacies as you explore new dimensions in your pedagogy. Some of the resources that follow were recently shared with me by program specialists who are very knowledgeable in the area of multi-literacies and their application to the classroom. Allan Luke, in his webcast on New Literacies, indicates that the "keys to the kingdom" for success in education are professional capacity and the quality of the pedagogy. Although there are other components, leadership being a lynchpin, the teacher is the "key to the kingdom" when it comes to choosing the right repertoire of approaches for the learners and for providing the appropriate learning opportunities. I believe that moving from what Luke refers to as "old print pedagogies" to "multimodal pedagogies" is integral to engaging our learners, and having a solid technology configuration in your classroom is a critical departure point.

Enjoy the break and keep challenging your practice!

Jim Murphy is Coordinator of the Virtual Teacher Centre.
(References for this article can be found at www.nlta.nl.ca)

My Journey

by MINDY FINLAY

Forward

by SANDRA QUIGLEY

Making a lifestyle change which embraces wellness and healthy choices can seem like a major chore. But that need not be the case. All around us are examples of teachers who simply decide to do something, to make a change which will change their life. Here is an inspirational story of how one teacher turned things around, one step at a time. Small changes can lead to small successes but they can ultimately grow into a major personal accomplishment! When I asked Mindy to share her experience, she enthusiastically agreed. Here's Mindy's story.

A journey of a thousand miles begins with a single step.
~ Lao-tzu, Chinese philosopher

Before my own journey began, I found these words of wisdom were merely a cliché to which considerable lip service was paid. Truer words have never been said. Through my own journey of lifestyle change, I now have a greater understanding and appreciation of the life lesson this wise philosopher bestowed on others.

My journey began in March 2009. Since I had finished university and began teaching, work and other commitments had begun to consume my life, to the extent that I had become accustomed to a lifestyle of working more, eating more, and exercising even less. It was too easy! This ease, however, I feared would lead me to a more difficult life riddled with health problems as I got older if I did not do something to change that. I was overweight, out of shape, and a little on the unhappy side, so I made a new commitment to myself – to take the time to eat better and exercise more. I knew it would be challenging, but I took that proverbial first step.

It began with eating right. I love to eat, but chances are, eating half of a casserole for supper or potato chips before bed are not exactly choices to help me remain healthy long-term! With the help of a portion-size planner and a Canada Food Guide from the public health nurse, DeeDee Voisey, who visited our school regularly, I began to pay more attention to how much and what I was eating.

The next step was getting active. That began with walking my dogs regularly. Every weekday morning at 6 a.m., rain or shine, I get up with my darling beagles, Dora and Holly, for a walk around our neighbourhood. They love it, but I think I love it more. It really gets me going and ready to start the day. I've been told that I am less grumpy in the morning too!

Getting active didn't stop there. In late April 2009, I was approached by my vice-principal, Tina White, to play on a women's soccer team that would be competing in the Labrador Cup, a popular indoor soccer tournament held here in Happy Valley-Goose Bay every June. At first, I flatly declined. Though I played in elementary school intramural soccer, I was the kid who tried out for the school soccer team in grade 7, didn't make the first cut, and never pursued any team sport beyond that. To that point, I had considered myself non-athletic, and steered away from team-oriented physical activities. With further prompting and encouragement from my husband Trevor, I reluctantly agreed to join the team.

Showing up to our first practice, I was terrified! But that nervousness faded quickly when I realized that my team consisted of other women like me who were playing for fun and staying active. We practiced several times a week, and I felt great! The Lab Cup during the first week of June was a fantastic experience, one that I knew that I wanted to continue to be a part of in the future.

Soccer had awakened my desire to become active, and I knew that I had to keep doing something to maintain the rush of adrenaline that soccer gave me. A recently-formed running club, Trappers' Running Club, began to offer a Learn to Run program while I had been playing soccer. Since the program was nearly done by the time soccer had finished, I decided to "learn to run" on my own using an adapted version of their program during my summer holidays on the island. When I returned to Goose Bay, a friend and soccer teammate, Pamela Bussey, encouraged me to join her for group runs in the newest session of Learn

to Run. I took her up on her offer and was instantly hooked on running, as someone who considered herself a non-athletic anti-runner!

Mindy Finlay at the 2009 Trapline Marathon in Happy Valley-Goose Bay in October 2009.

That single step has led me to take thousands more. Since last spring, I have completely welcomed and embraced the challenge and reward that soccer and running offers me. I continue to play soccer with both the local women's indoor soccer league and my Lab Cup team.

Last October, I proudly finished my first half-marathon at the 2009 Trapline Marathon here at home in Happy Valley-Goose Bay – 21.1 kilometres is quite the accomplishment! While still actively running, I help coach the Learn to Run group and plan to run the Trapline full marathon this October.

I feel healthier and happier now than I ever have, and it simply took a single step in the right direction.

Mindy Finlay is a teacher at Mealy Mountain Collegiate in Happy Valley-Goose Bay.

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Dare to Dream

by GEORGE TUCKER

On Saturday, May 1, 2010 I had the honour and pleasure of attending the Shallaway (Newfoundland and Labrador Youth in Chorus) Annual Spring Choral Concert at the Arts and Culture Centre in St. John's. The occasion fell into the special event category for some 1,000 other patrons and me as the Annual Spring Choral Concert was also a celebration to mark the past, present and the future of Shallaway and its founder, Susan Knight. I have known Susan for some twenty-five years. She was the music teacher at St. Mary's Elementary in St. John's when I worked there as Principal in the mid to late 1980s. At that same time, Susan was also the music teacher at Brinton Memorial in St. John's where my daughter attended school. During the years that we worked together, I felt that Susan was a very special teacher and an extraordinary human being. She threw her heart and soul into her music program and settled for nothing less than the very best, for and of, every student. She brought enormous talents, vision and energy to her craft, and as a consequence, created an atmosphere where all of us were taken to new heights… to places and excellence that many could not even dare dream.

During this recent Shallaway Annual Spring Choral Concert I was reminded of Susan's tremendous talents and her phenomenal success. Her awards and honours are, 'as long as your arm'! In addition to having received a Honourary Doctorate from Memorial University of Newfoundland, Susan is also a member of the Orders of Canada and Newfoundland and Labrador. She was Founder of Festival 500 and she serves on many boards, including Chorus America, the Canada Council for the Arts, the Canadian Commission for UNESCO, to name but a few. Susan's work has been recognized locally, nationally and internationally. She is, without a doubt, a national, if not global, treasure!

While all the accolades and honours mentioned are impressive by any standard, most memorable for me were Susan's brief remarks during the concert. She spoke of always having a vision for the children of Newfoundland and Labrador. She knew that our children had, and have, the capability. They just need to be given the opportunity. Throughout her illustrious career, Susan has not only dared to dream, she has been successful in bringing her dream to fruition. As Susan opined, "A vision without action, is simply a dream". As a result of not only Susan's vision, but also her actions, numerous Newfoundland and Labrador children have been able to soar to new heights in a myriad of unfamiliar locales all around the world. While these same young performers have brought our wonderful Province additional fame and prominence they have experienced a heightened confidence in themselves and their peers that will last a lifetime. Equally important, the children who have been privileged to train and study with Susan have a better appreciation of our place, as well as their individual place, in the world. These young folk are wonderfully prepared to face whatever challenges are afforded them as they pursue their futures.

During the concert Susan talked of her longtime desire to craft a suitable motto; a motto that would epitomize her philosophy. For her a motto would need to have, "… the capacity to motivate, to define and to direct purpose". Fortunately, a recent meeting with Allan Doyle of Great Big Sea solved her dilemma. It just so happened that Mr. Doyle was writing a new song called, "Dream Out Loud". Call it serendipitous, divine intervention or just good luck, it doesn't matter for the deed was done and Susan, with Allan's approval, had her motto! It hung majestically and proudly at the concert for all to see and internalize. No doubt, it will continue to motivate, define and direct the purpose of many young performers and their leaders for a long time to come.

As I travel around the Province meeting and working with teachers and administrators, I am regularly reminded and impressed with the great work that is taking place in our schools. In most, if not all cases, where there is evidence of success, you'll identify a person who serves as the inspiration for the initiative in question. These leaders, these champions, are indeed, 'worth their weight in gold'. These unique, unselfish, visionary individuals are the ones who organize and run co-curricular programs. They are the folks who are responsible for sport clubs and tournaments, heritage fairs, drama festivals, chess tournaments, graduation ceremonies, homework

clubs, environmental initiatives, breakfast clubs, provincial, national and international tours, etc., etc. Nothing would happen without the vision and action of the folks who make such a wonderful difference in the lives of the students of Newfoundland and Labrador. Like Susan Knight, there are so many wonderful examples of educators who are helping to make a difference in some child's life every day. Given the relatively small number of children in our schools (i.e., approximately 70,000), we can ill afford to lose even one of them to mediocrity, drop-out or underachievement. These students represent the future of our Province. We need each and every one of them to be motivated to strive to reach their full potential. In my humble opinion, this goal is achievable. In a have-province such as Newfoundland and Labrador with all of our resources, wonderful leaders and role models, our ability to overcome adversity and our history of perseverance and excellence, we have at our disposal all of the necessary ingredients to be successful, to find our place in the greater world and to take it. We should all *dare to dream* that we *can* have the greatest education system and the best educated society in the world. I believe that it is doable. We simply must dare to dream and then work collaboratively and cooperatively to make that dream happen. Susan Knight dared to dream and she worked for a lifetime to make her dream come true. We can do the same. The Shallaway Annual Spring Choral Concert Programme titled "Let Voices Ring" referenced a quote by Pericles... *What you leave behind is not what is engraved in stone monuments, but what is woven into the lives of others.*

The words of Pericles are very fitting for Susan Knight. It speaks about legacy and how the actions of one person can make a difference. I hope that it will inspire each of us to think about our own legacy and the difference that we make every day to affect, in a positive way, the lives of our students, colleagues and the citizens of this Province as a whole.

Best wishes colleagues for a wonderful summer vacation. I look forward to working with many of you again in the new school year. And remember, as Walt Disney once stated, "If you can dream it, you can do it."

George Tucker is an Administrative Officer in the Professional Development Division of the NLTA. He may be reached at gtucker@nlta.nl.ca.

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RECENT INFO will take you to information from the most recent school year.

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PUBLICATIONS takes you to an alphabetical list of all publications of the NLTA.

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PESIC Recognizes PETE Award Nominees

by TRISHA KEOUGH-BOYER

The Physical Education Special Interest Council (PESIC) is proud to recognize five members who were nominated for the Physical Education Teaching Excellence (PETE) Award sponsored by Physical and Health Education Canada and Wintergreen Physical Education.

Rhonda-Lee Martin teaches Physical Education to grades K-12 at Cloud River Academy in Roddickton. She was nominated by Cloud River Academy principal Hollis Cull, vice-principal and colleague Tony Kearney and a parent, Bessie Carroll. They summarize that Ms. Martin's goal is to have all students willingly participate in Physical Education classes so that they will develop skills and interests they can use to ensure a healthy lifestyle in the future. To quote Rhonda-Lee, "They say that to teach is to touch a life forever. I believe that teaching Physical Education allows you to touch the lives of everyone you teach."

Sharon Ruth Moores teaches Physical Education to grades K-6 at Macdonald Drive Elementary in St. John's. The principal of Macdonald Drive Elementary, Kim Leonard, and two colleagues, Lori Wilkie and Katie Chalker, nominated her. Ms. Leonard writes, "Her program involves a variety of individual and group activities focusing on active healthy living. Ms. Moores has been recognized for all her efforts at bringing daily physical education activities to our school long before this was a trend. She also organizes and promotes monthly physical activities at the school whereby all students, teachers and administration participate."

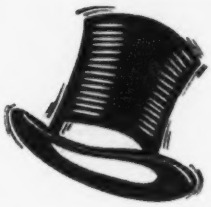
Darryl Pye teaches Physical Education to grades K-6 at Holy Trinity Elementary School in Torbay. He has been nominated by Charlotte Barrington, principal, John Elkins, P.E. Itinerant at the Eastern School Dsitrict, and Carol Anne Chapman, a parent. Ms. Chapman writes, "Fortune has come the way of our children through the means of Mr. Pye. His character, demeanor and guidance elate the minds physically and mentally above and beyond the everyday teacher. He has shown charisma, intellectual leadership and personal attributes that coach the minds for the future of our children".

Gord Casey teaches grades K-9 at St. Peter's Academy, Benoit's Cove. He was nominated by St. Peter's Academy principal Carol Anne Eldridge and his colleague Glenda Wayson. A parent, Joanne Chaytor, who also nominated him writes, "When the students were asked what will they remember about their time in his classes, most would say his equality for all students, always reminding them to strive to do their best and never sell yourself short. His former students now have children of their own and they are indeed thrilled that their children will have a chance to experience Physical Education classes with Mr. Casey. They, too, will have the chance to play the required indoor sporting activities, but it is the outdoor activities, whether it be downhill skiing, night snowshoeing, canoeing, cross-country skiing or the infamous traditional boil up, that they will enjoy and remember the most".

Michael Butler teaches Physical Education classes to grades 7-9 at Frank Roberts Junior High in Conception Bay South. He was nominated by Gail Butler, principal of Frank Roberts Junior High, Denise King, colleague, and Matthew Peach, his student. Matthew writes, "Mr. Butler conducts a quality Physical Education program that everyone enjoys and wants to participate in. He introduces many different kinds of sports, such as basketball, badminton, volleyball and non-tackle rugby, to his students to spark their interest and make them more inclined to get involved in a sport that they may have never played before. His focus is not entirely on organized sports; he also introduces fun and silly relay activities that require no skill, which places everyone on a level playing field".

PESIC would like to extend a congratulations to each of these teachers on their respective nominations. All of these individuals are to be commended for their dedication to Physical Education and the pursuit of teaching excellence. The winner will be announced in the September/October issue of *The Bulletin*.

Trisha Keough-Boyer is Treasurer of the NLTA Physical Education Special Interest Council.



Merci à nos enseignantes et enseignants
Thank You for "A Job Well Done"

par/by DOMINIQUE MARTIN

La semaine du 8 au 14 février était la semaine d'appréciation des enseignantes et enseignants. C'est pendant cette période qu'on prend le temps de reconnaître la valeur de leur travail et de souligner l'importance de leur enseignement auprès de nos enfants, ce qui va bien au-delà des livres. J'aimerais donc leur dédier cet article en commençant par MERCI avec un grand M!

JE VOUDRAIS DIRE UN MERCI TOUT SPÉCIAL à ces gens, qui jour après jour ont la patience de pousser le savoir de nos enfants un peu plus loin, de les prendre là où ils sont aujourd'hui pour les mener plus près de ce qu'ils seront demain.

JE VOUDRAIS DIRE MERCI à ces gens qui dépassent les heures de classes et sont encore assis à leur bureau pour relire la copie d'une élève qui montre un talent caché.

JE VOUDRAIS DIRE MERCI pour le geste ou le mot qui changera la façon de penser de cet élève, lui donnera sa voix qu'on entendra aux prochaines élections lorsqu'il aura l'âge de voter.

JE VOUDRAIS DIRE MERCI à cette personne qui respecte et voit la valeur des idées de cette petite fille qui pense différemment.

JE VOUDRAIS DIRE MERCI pour les pas de géants que fait ce petit garçon de la maternelle.

JE VOUDRAIS DIRE MERCI pour avoir permis à cet enfant de découvrir le plaisir caché que procure un bon roman.

JE VOUDRAIS DIRE MERCI pour les paroles d'encouragement lorsque le défi semble trop grand.

JE VOUDRAIS DIRE MERCI de croire au potentiel si bien dissimulé d'un enfant et de ne s'attendre qu'au meilleur des résultats qu'il peut donner.

JE VOUDRAIS DIRE MERCI pour donner aux enfants des règles à suivre, pour qu'ils les contestent, les testent et ENFIN comprennent leur raison d'être.

JE VEUX DIRE UN GRAND MERCI lorsque je vois mes enfants revenir la tête pleine de leurs aventures d'école.

Qui peut dire de quoi sera fait demain, et ce dont la prochaine génération aura besoin pour y faire face? Mais si un bon enseignement leur permet de devenir les citoyennes et citoyens responsables de demain, notre société est entre bonnes mains.

ENFIN UN AUTRE MERCI, parce que peut-être qu'un jour, après plusieurs années, une jeune femme ou un jeune homme nouvellement gradué(e) viendra vous dire que vous l'avez inspiré(e)?

Dominique L. Martin est la Coordonnatrice des programmes au Conseil scolaire francophone provincial (CSFP) de TNL.

In February of this year parents and students were saying thank you to their child's teacher.

As we approach the end of the school year, I want to say it again and recognize the value of the very important work our children's teachers are doing. Their work goes much further than books. I would like to dedicate this article and to begin by saying THANK YOU in capital letters.

I would like to say a special THANK YOU to the people, who day after day have the patience to push the knowledge of our children a little further, to take them where they are today and bring them a little closer to what they will be tomorrow.

I would like to say THANK YOU to the person who goes beyond the class hours and is still sitting in the classroom to read one more time the copy of the student who is showing a real potential!

I would like to say THANK YOU for the gestures or the words that will change the thinking of this student, will give him the voice to be heard at the time of the next election when he will be voting age.

I would like to say THANK YOU to this person who respects and sees in a little girl's ideas the value of a different view of the world.

I would like to say THANK YOU for the giant steps this little boy takes in Kindergarten.

I would like to say THANK YOU for helping a child to discover the hidden treasure of a good novel.

I would like to say THANK YOU for the encouraging words when the challenge seems daunting.

I would like to say THANK YOU for seeing the potential hidden in a child and for expecting nothing less than the best results he or she can produce.

I would like to say THANK YOU for giving children rules to protest, to argue, to test them and FINALLY to understand their purpose.

I want to say A BIG THANK YOU when I see my children coming home; their heads filled with their school's adventures.

Who can say what tomorrow holds, and what the next generation will need to face it? If good basic teaching, however, helps them to become the responsible citizens we hope for, our society is in good hands.

FINALLY ANOTHER THANK YOU because maybe one day, after many years of teaching, a young woman or a young man, freshly graduated, will tell you that you have inspired them to follow their own path.

Dominique L. Martin is Program Coordinator for le Conseil Scolaire Francophone Provincial (CSFP).

Calendar

UNDERSTANDING MEDIA LITERACY: INSIDE PLATO'S CAVE ONLINE CREDIT COURSE

July 5 - August 15, 2010

An online credit course for teachers, teachers in training, and students interested in communications studies and media education. *Understanding Media Literacy: Inside Plato's Cave* is a breakthrough online 3-credit course written, tested and endorsed by teachers and delivered in partnership with Athabasca University. For more information about the course and its authors visit: http://salsa.athabascau.ca/cmns/mediaLiteracy.php

ICED 2010: 21ST INTERNATIONAL CONGRESS ON THE EDUCATION OF THE DEAF

July 18-22, 2010

Vancouver, BC. Check the Congress website at www.ICED2010.com for updates on registration and hotel information, keynote and International Summit presenter biographies; social activities and post Congress Alaskan cruise.

DYSLEXIA: SIGNS, SYMPTOMS AND SOLUTIONS

September 25, 2010

Harbourview Ballroom, Delta Hotel and Conference Centre, St. John's. Presented by the Council of Special Services and the NLTA. Presenter: Sally Shearman, Ontario Branch of the International Dyslexia Association. Early bird registration deadline: June 24, 2010. Registration form is posted on the NLTA website (www.nlta.nl.ca) under Professional Development Opportunities. For more information contact Keith Adey, Council of Special Services, Tel: 709-489-6481; keithadey@nf.sympatico.ca

EDGE CONFERENCE 2010

October 12-15, 2010

Delta Hotel, St. John's. *E-Learning: The Horizon and Beyond.* An international conference on the Use of Technologies in K-12 and Post-Secondary Education. For the Call for Papers and conference details visit www.mun.ca/edge2010.

NLCPA FALL CONFERENCE & AGM 2010

October 20-22, 2010

The NLCPA is pleased to announce its keynote speaker, Dr. Linda Metcalf, presenting a two-day workshop on solution-focused schools / solution-focused counseling. Check out Dr. Metcalf's website (www.metcalfconsulting.org). This workshop will be of interest to counsellors, psychologists, administrators, classroom teachers, instructional support teachers and community professionals. For more information please contact Trent Langdon, NLCPA President, at 709-368-0189, trentlangdon@esdnl.ca or George Tucker, NLTA, 709-726-3223 or 1-800-563-3599, ext. 245, gtucker@nlta.nl.ca. Venue and registration procedures to be announced.

6TH ANNUAL NATIONAL CHARACTER EDUCATION CONFERENCE

November 1-2, 2010

Deerhurst Resort, Hunstville, Ontario. Pre-Conference: Dr. Monte Selby and Dr. Paul Begley. Keynote Speakers: Stuart McLean, Michel Brandwein and Craig Kielburger. For further information visit www.ncec.ca

SCHOOL ADMINISTRATORS' COUNCIL ANNUAL CONFERENCE & AGM

May 18-20, 2011

Terra Nova Park Lodge. "Leading and Learning Together". Keynote Speaker: Dr. J. Tim Goddard, Dean, Faculty of Education, UPEI. For more information visit www.sac2011.ca.

Dates to Remember

June 2010

June 15 **Deadline:** Notification by board of acceptance/rejection of Deferred Salary Leave requests

June 17 **Deadline:** PD Fund applications

July 2010

July 31 **Deadline:** NLTA Scholarship Applications

Piper's Frith
Writing at Kilmory Resort

October 12 - 16, 2010

Join Jessica Grant (fiction), Mary Dalton (poetry), and Kevin Major (prose) for small-group workshops and one-on-one explorations of your writing. Social evenings and stunning surroundings enhance this intensive four-day experience.

Piper's Frith takes place at Kilmory Resort, nestled in the Piper's Hole River Valley amidst the wildness of the Burin Peninsula. New, emerging and mid-level career adult writers may apply.

The cost is $615, including all program fees, meals, accommodations and social events. Learn more/apply:

www.literaryartsnl.com

Literary Arts Foundation
Newfoundland & Labrador